DOCUMENT RESUME

ED 246 545 EA 016 997

TITLE	Profiles in Excellence: A Resource Guide. 1982-83 Secondary Schools Recognition Program.
INSTITUTION	Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	May 84
NOTE	60p.
AVAILABLE FROM	Publications Sales, Northeast Regional Exchange, 34 Littleton Road, Chelmsford, MA 01824 ($3.50).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Curriculum Development; Educational Development; *Educational Practices; *Educational Quality; *Guides; School Community Relationship; School Policy; Secondary Education; Staff Development
IDENTIFIERS	Connecticut; Delaware; Department of Education; *Excellence (Quality); Maine; New Hampshire; New York; Rhode Island

ABSTRACT

This guide to 25 Northeastern schools honored by the United States Department of Education Secondary Recognition Program in 1982-83 profiles the schools from the states of Connecticut, Delaware, Maine, New Hampshire, New York, and Rhode Island. Each school is profiled through a description of the school, the community served, selected programs and practices, school resources, and names of contact persons. Reflecting differing approaches used to achieve quality education, the school strategies include strengthening of curricular programs, raising standards and expectations, improving discipline programs, exercising strong leadership, increasing teacher effectiveness, and developing community support. (MD)

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The development of this publication was supported by the National Institute of Education, as part of the US Department of Education Secondary Schools Recognition Program, 1982-83. The opinions expressed in this publication do not necessarily reflect the position or policies of the US Department of Education or the Northeast Regional Exchange, Inc.

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Profiles in Excellence

1982-83 Secondary Schools Recognition Program

A Resource Guide

sponsored by the

U.S. Department of Education
T. H. Bell
Secretary of Education

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Northeast Regional Exchange, Inc.

The Northeast Regional Exchange, Inc. (NEREX), a private, not-for-profit corporation, is a service and research agency that promotes educational equity and improvement. NEREX coordinates resources and sharing of information among the seven states in the Northeast based on an established set of state and regional priorities. Through NEREX, states are able to expand their available resource base and work through regional sharing efforts toward program improvement in local school districts and other educational institutions. The Northeast Regional Exchange, Inc. is governed by a Board of Directors that includes the seven Chief State School Officers from the Northeast and eight representatives from a wide variety of education constituency groups in the region.

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FOREWORD

The Northeast Regional Exchange, Inc. (NEREX) is pleased to present PROFILES IN EXCELLENCE, a guide to twenty-five schools honored by the U.S. Department of Education Secondary Schools Recognition Program, 1982-83. The profiles were developed for the "Search for Excellence in Secondary Schools" conference held at the Arthur H. Illing Junior High School in Manchester, Connecticut, on May 10, 1984.

Each profile contains descriptions of:

- the school
- the community served
- selected programs, policies, or practices
- resources available for sharing
- names of persons to contact for further information.

The profiles reflect the different approaches used in achieving quality in education. Within these 25 schools are a variety of programs to meet the diverse needs of youth in grades 7-12. The profiles reveal different strategies leading to school improvement:

- strengthening curricular programs
- raising standards and expectations
- improving discipline codes and programs
- exercising strong leadership
- increasing teacher effectiveness
- engaging community support

PROFILES IN EXCELLENCE was developed with the assistance of the principals from each of the twenty-five schools and with the writing team: Douglas S. Fleming, Julie Neuber, Susan Martin, and Elsa Martz of NEREX, and Nancy Taylor from the U.S. Department of Education, Region I. The text was produced by word processing specialists Carol Donaruma and Sharyn Sullivan of NEREX.

Secretary of Education Terrel H. Bell has demonstrated continuing support for excellence in secondary schools and encourages the sharing of successful strategies across the nation. We are happy to join him in this effort.

J. Lynn Griesemer
Executive Director
Northeast Regional Exchange, Inc.
May 10, 1984

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LIST OF SCHOOL PROFILES

Amity Junior High School	Connecticut
Amity Senior High School	Connecticut
Blue Mountain Middle School	New York
Brandywine High School	Delaware
Bronx High Schoolof Science	New York
Brooklyn Technical High School	New York
Deering High School	Maine
Hanover High School	New Hampshire
Hugh B. Bain Junior High School	Rhode Island
Illing Junior High School	Connecticut
Katahdin High School	Maine
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Middlebrook School	Connecticut
Niskayuna High School	New York
Scarsdale High School	New York
Shoreham-Wading River Middle School	New York
Shue Middle School	Delaware
Stuyvesant High School	New York
Wilton High School	Connecticut
Wooster Intermediate School	Connecticut

Profiles in Excellence

AMITY REGIONAL
JUNIOR HIGH SCHOOL
Orange, Connecticut

school and community

The Amity Regional Secondary School District serves the suburban towns of Bethany, Orange, and Woodbridge in the environs of the City of New Haven, Connecticut. The towns are rural-suburban and predominantly residential with commercial development (essentially retail rather than industrial). The large majority of student are White and from families of comfortable means who value and support quality education.

Amity Regional Junior High in Orange, has an enrollment of 613 in grades 7-9. Fulltime staff number 54, with 2 administrators, 40.5 teachers, 2 teacher aides, 3 counselors, 1.5 library professionals, 4 clerical, and 1 nurse.

programs, policies, practices

Standards and Expectations

Amity's efforts to strengthen standards and expectations, particularly regarding teaching and learning, has given impetus to improvement throughout the school program. School goals reflect this commitment. One goal targets motivation and higher expectations for average students; the school supports this goal by calling for more recognition for average students who reach higher standards of achievement. Another goal singles out improvement in writing through increased expectations and recognition of good writing by staff and students. A third goal calls for a revitalization of the intent and design of homework assignments to ensure that, in so far as possible, homework will stimulate thought and encourage creativity.

Amity found that effective teaching and good attitudes and commitment among teachers is an important component in improving standards and expectations. Amity has encouraged and supported teachers in their efforts to improve assignments and evaluations. The school's extensive inservice training has featured current teaching practices founded on research-based models. The TESA Project, which evaluates classroom interactions, is being used by five staff members to improve teaching effectiveness. Principal, Joseph Couture, has made a series of presentations to faculty on the Design for Effective Instruction. This program also has been used in classroom observations to improve specific teaching methods such as questioning techniques.

Amity established a schoolwide program to strengthen standards and grading and to develop broadbased support for such an effort. Staff used the following strategies: (1) strong community communication through Parent-Teacher-Student Organization programs, school newsletters and media releases; (2) clearly expressed leadership from the board of education and adminstration through policy statements, goals, mandates and directives; and (3) active involvement of students through student council and assemblies. Supervisors monitored and encouraged the enforcement of the new standards. As follow-up, Amity publicized the outcomes of their upgraded standards.

Amity has experienced a range of discipline problems from drug abuse and vandalism to a dislike of the school and a resulting antipathy to the

programs. Staff response was to curb and control behavior which was detrimental to good learning, and to act positively toward good student attitudes. To establish and maintain order, Amity has a student handbook that clearly states student rights and responsibilities relative to the rules and regulations of the school. A companion handbook for teachers clarifies disciplinary procedures. These handbooks help staff attain a high standard of consistency and fairness in dealing with problems. Amity also has experimented with many forms of in-school suspension. Presently they hold suspension from three to six p.m. and feature academic assignments and counseling. In addition to punitive actions, staff seek opportunities to promote healthy, fun-filled events which have such a direct effect on discipline in the school.

At the heart of Amity's curriculum is a traditional program of basic subject offerings. The school believes that its strength lies in its mature and accomplished faculty which permits them to offer an extensive range of courses in the standard subject areas plus an interesting practical and fine arts program.

Amity is revising existing curriculum in a system-wide ongoing program which brings every department in for top-to-bottom review and assessment every 5 years. In addition, the school is conducting a vigorous self-assessment in the coming year.

the future

Amity will be introducing a sequence in computer education, health education, and formal developmental reading. These changes will require the revision of some courses (i.e., home economics in grade 7 and 8). Amity will be seeking parental suggestions to curriculum changes through the Parent-Teacher-Student Organization.

other features

Other programs featured at Amity include:

(1) schoolwide leveling for ability.
(2) required foreign language program.
(3) performing groups/theater workshop.
(4) student standards/extended detention program.
(5) student activities program/Student Council
(6) foreign student exchange program with England.

resources

(1) Handbook/Student
(2) Teacher Guide
(3) Course Selection
(4) Student Exchange Program
(5) Goal Statement
(6) Newsletters

key person(s)

Amity Regional Jr. High School
Ohman Avenue
Orange, CT 06477
(203) 397-9235

Joseph Couture - Principal
Edward Lysak - Guidance Director
Walter Chieffo - English Chairperson/Curriculum Representative
Alberta Trench - Foreign Language Chairperson/Curriculum Representative

Profiles in Excellence

AMITY SENIOR HIGH SCHOOL
Woodbridge, Connecticut

school and community

Amity Regional Senior High School is located in Woodbridge, Connecticut, the geographical center of Regional District Number 5. The combined population of three towns of Bethany, Orange, and Woodbridge is made up of upper middle income, professional people.

Amity has a student enrollment of 1,224 in grades 10-12. Ninety-eight percent are White, and 1.5% come from low income families. Fulltime staff members include 4 administrators, 87 teachers, 3 teacher aides, 7 counselors, 3 library professionals, 10 food service personnel, 9 clerical, and 1 school psychologist.

programs, policies, practices

Standards and Expectations

Amity sets rigorous school-wide and departmental standards for its students. The Course Selection Booklet describes each course offering and outlines the requirements and expectations at each level. The faculty endorses the goal that each student reach his or her own potential within the levels framework. Standards of excellence extend beyond the academic areas and are reflected in all aspects of student life ranging from club activities to athletics.

Curriculum

Amity Regional High School's curriculum is distinguished by its wide range, variety, and continuity. Course offerings include art, business education, English, foreign language, home economics, industrial arts, mathematics, music, physical education, science and social studies. Each course of study is well documented in curriculum guides. Special programs such as the International Baccalaureate Program, the University of Connecticut CO-OP Program, Advanced Placement courses, and independent studies all encourage students to reach their potential. In addition, advanced dramatics, graphics, robotics, landscaping, computer science, and special education all serve the special needs of Amity students.

Amity's curriculum is reviewed periodically to ensure that all programs are working efficiently. Summer curriculum studies provide each department the opportunity to revise and to update curriculum guides. Amity recognizes the need to carefully consider all new programs before they are installed. School administrators respect suggestions for curricular improvement that emanate from faculty study rather than adopting something new for the sake of change.

School Community Relations

In 1981, citizens -- along with administrators, Board of Education members, teachers and students -- served on Amity's own Commission on Excellence which established direction for the future of the district. Business leaders, the

clergy, and senior citizens are involved in school life through such groups as the Human Resources Commission and the Vocational Education Advisory Council. In addition, students participate in community life through the work study program and activities of several student groups. Communication with the various segments of the community is addressed both informally and through regular publications and publicity releases. The P.T.A. sponsors an annual auction to fund special student activities.

the future

Amity has been working to gain support for an anticipated 17% increase in the 1984-85 budget through the following activities:

- participating in the secondary school recognition program
- involving local politicians and boards of finance in the process of building the budget
- maintaining a strong home-school communications policy which includes use of "Good News from Amity" postcards and evening parent-teacher conferences
- providing informal communication networks such as coffees with community residents and frequent contact with local police
- holding special activities for senior citizens
- encouraging local citizens to use school facilities
- highlighting achievements of students and staff in a variety of publications.

Amity will continue to seek community involvement in the school beyond the budget vote. Amity may create a second commission on excellence to evaluate the many decisions and programs which resulted from the initial study. Amity believes the keys to avoiding public suspicion and to obtaining public support lie in community involvement and open communication.

other features

One of Amity's goals for 1983-84 has been "to motivate and reward outstanding staff performance and meritorious suggestions". This goal reflects the district's interest in encouraging and supporting staff and the district's realization that its fine teachers are its most valuable asset. The district has inaugurated several programs designed to achieve this goal.

The Academic Chair Program awards a stipend of $1,000 per year or $500 per semester to a teacher who designs a project involving both students and a community member and focuses on a specified academic goal. A new program to begin in 1984-85 is the professional development incentive program, which will underwrite the cost of teacher retraining for the purpose of meeting specific district needs. Either a teacher or the district may identify such a need and then apply. For example, a home economics teacher will be retrained to teach computer literacy at the junior high school. A third program designed to reward teachers for superior performance is the Board of Education Award of Excellence which is a $500 stipend awarded annually to two staff members in the district for superior performance and service of many years. A separate award of gold pens is awarded annually to one teacher from each school district, again to recognize outstanding service. Amity also elects a Teacher and Employee of the Month and features both staff members in a newsletter entitled "Applause."

resources

Philosophy
Course Description Handbook*
Student Handbook*
School Profile
Everything you always wanted to know about guidance, but were afraid to ask
Academic Chair Policy
Professional Development Incentive Program Policy
Commission for Maintaining Excellence at Amity

These materials are free, but requests should include a stamped self-addressed envelope. Items which are indicated with an asterisk will require a large 8 1/2 x 11" manila envelope and at least $1.60 in postage.

key person(s)

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Profiles in Excellence

BLUE MOUNTAIN MIDDLE SCHOOL
Peekskill, New York

school and community

Blue Mountain Middle School, located along the Hudson River in northern Westchester County, is in the Hendrick Hudson School District. The community which encompasses the villages of Verplanck, Montrose, and Buchanan, is one of contrasts, combining the historic and quaint with the modern and contemporary, the modest with affluent, and the controversial with the serene. Each aspect is an integral part of the whole and influences the district's approach to its educational program.

The Blue Mountain Middle School includes 613 students in grades 6-8. Ninety-seven percent of the students are White, and less than 1% are from low income families.

programs, policies, practices

Standards and Expectations

The cornerstone of Blue Mountain Middle School, and reinforced in its school philosophy, rests upon the importance of responsibility. School administrators and leaders believe that early adolescents need the security of an environment that provides a structure which is consistant, fair, and realistic. As a result, a responsible staff and a responsible student body have created a positive learning environment. Blue Mountain maintains clearly established work standards for students and work acceptance standards for teachers. Academically, the school maintains high expectations by responsible promotion policies and final examinations in all instructional areas.

The status of Blue Mountain standards and expectations for students and staff remains open-ended. The school's standards and expectations were established over a period of trial and error, but they represent total staff involvement which has resulted in all adhering to the standards. Standards and expectations remain flexible in that corrective actions are taken when the school agrees that they have overestimated students' and staff's ability to fulfill certain expectations.

Leadership

At Blue Mountain Middle School, leadership is defined as the responsibility of every student and staff member. To enable such a philosophy to work, the school revolves around a committee comprising the "team of teachers" leaders. This group meets on a regular basis and acts on agenda items that are submitted by the staff and administration. Team leaders in the day-to-day operation of the school are responsible for the daily meetings of their teams, organizing and managing flexible planning for field trips, chairing team meetings with parents, and assisting substitute teachers. Teachers can be team leaders for a maximum of 3 consecutive years and, therefore, the school continues to benefit from new ideas and leadership. Blue Mountain's administration provides the leadership by maintaining confidence in the professional integrity and abilities of the teaching staff.

Through experiences of 15 years, Blue Mountain has discovered that not every staff member possesses the ability to be an effective leader. In those cases, leadership responsibility was never extended beyond 1 year. However, with the exception of the teachers new to the building, all staff members are extended the opportunity. The leadership role for teachers has created an awareness and an appreciation for the responsibility that accompanies it.

the future

Blue Mountain Middle School continues to operate under the philosophy of "team of teachers. The school believes that the continued success and the positive relationships that exist between it and the community are the result of positive leadership and of consistant implementation of both staff and student standards and expectations.

For the past 2 years the Blue Mountain staff have been conducting a self-study and developing action plans under the auspices of the Elementary Assembly of Schools which is one of the elements of the Middle States Association of Schools and Colleges. Through the self-study and the report of the "visiting team", the school is required to develop on a priority basis "action plans" that are designed to improve the delivery of the educational program. Staff have reviewed its communication system, curriculum coordination, and innovative scheduling to accomodate new state mandates.

other features

Sixth graders are learning the basics of keyboarding using computers rather than conventional typewriters. The progress and excitement of these students has surpassed the eighth graders enrolled in personal typing and, therefore, the traditional course will be phased out.

The physical education staff have introduced Project Adventure as a new approach and direction to their program. Students participate in a series of interrelated units that build trust and positive relationships among the various members of the group. Blue Mountain staff have observed evidence that the positive attitudes established within the group are continued throughout the other aspects of the students' school day.

resources

Blue Mountain Middle School welcomes visitors. The school has available on request a number of curriculum guides, policy statements, a school philosophy statement, and program descriptions. In addition, staff members will speak at other school districts, conferences and workshops to help others learn from professional exchanges.

key person(s)

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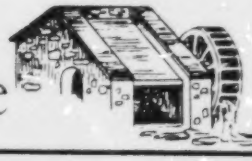
Profiles in Excellence



BRANDYWINE HIGH SCHOOL
Wilmington, Delaware

school and community

Brandywine High School's enrollment of about 1,080 students in grades 9-12 is 80% White, 18% Black, with the remainder Asian. Approximately 10% of the student body comes from low income families. Brandywine is a comprehensive suburban high school in an affluent community.

Full and part-time staff positions include 3 administrators, 58 teachers, 4 counselors, 1 library-media professional, 3 clerical staff and 10 cafeteria workers. The principal has held his position for 17 years.

programs, policies, practices

The climate throughout the years at Brandywine High School can be characterized as one which fosters the belief that teachers can teach and students can learn. The school prides itself on its pursuit of excellence and promotion of academic freedom. The school also has enjoyed the cooperation of a bright and enthusiastic student body and the support of parents and community. Approximately 68% of the graduates continue their education at the college or university level. A significant portion also continue in community colleges or vocational training, with the remainder entering full or part-time employment or the military. These numbers remain relatively stable.

In preparation for the Middle States Accreditation process in 1981, instructional goals were refined by the staff in each department. The Brandywine curriculum is designed to serve the needs of all of its students, from advanced placement classes in the major subject areas to remedial instruction in the basic skills. In addition, there is an alternative center program for students having discipline problems who need an alternative structure to help them cope successfully with the mainstream environment.

The school is particularly proud of its Human Ecology Program, which has gained national recognition from the National Science Foundation. Now in its fifth year, the one-semester course enrolls some 60 students each year. Four teachers in a team-teaching format engage students in the study of the development, conservation, and preservation of humans. The program seeks possible solutions to problems of human welfare and the well-being of the family.

In addition, there are 27 vocational education course offerings ranging from auto mechanics to food service. Two work experience programs are included among these. Over 75% of the students take one or more of these courses.

Further, a Community Service program is in its fourteenth year of operation. Here, students donate thousands of volunteer hours each year to about 30 community organizations, including local nursing homes, the Wilmington Medical Center, and after-school tutoring programs. Students receive one-half credit for 50 hours of volunteer service.

the future

Brandywine continues to have a strong emphasis on school-community relations, believing that the school and the community, particularly business and industry, share common interests and must work together to solve education and employment problems.

Within the next 10 years, approximately one-third of Brandywine's teachers will retire. While the problem is one shared by the public and private sectors, as well as teacher training institutions, Brandywine is committed to encouraging good students to become teachers.

other features

The most dramatic change in the school during the past 6 years was the implementation of a Federal court-ordered desegregation plan. The New Castle County schools were organized into a single school system, thereby dissolving the Wilmington City school district and 11 contiguous suburban districts. The city's 12,000 Black students were reassigned throughout the suburban schools in September 1978.

In 1981, by act of the State Legislature, the New Castle County system was reorganized into four smaller districts, with minority enrollments maintained in all schools. The Brandywine district is one of the 4.

With careful planning involving both school and community people, Brandywine High School successfully assimilated minority students comprising slightly less than one-fifth of its enrollment. This occurred not without significant problems and through considerable changes in staff, curriculum, and school organization. After 6 years of successful court-ordered desegregation, the school is proud to point to the work of its outstanding teaching staff, the leadership of its administration, the understanding and cooperation of its students, and the support of the community in assessing its many accomplishments.

resources

Please contact the school for more information on resources and their availability

key person(s)

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Profiles in Excellence

BRONX HIGH SCHOOL OF SCIENCE
Bronx, New York

school and community

Bronx High School of Science is a campus high school located near a park along the Bronx "educational mile" which includes 4 high schools, and a branch of the City University of New York. The student population is highly diversified, drawing from every borough in the City of New York, and representing nearly every ethnic, religious, and minority group in New York. The school's enrollment is approximately 3,150 in grades 9-12. Bronx High School of Science admits its students based on competitive examination. Over 98% of graduates enroll in 4-year colleges or universities. Sixty-three percent of students are White, 13% Black, 17% Asian, and 7% Hispanic. Thirty-one percent of the students are from low income families. Faculty and staff number 201 including 10 administrators, 140 teachers, 12 teacher aides, 3 counselors, 3 library professionals, 1 social worker, 6 security officers, 15 food service personnel, and 11 clerical.

programs, policies, practices

The Bronx High School of Science offers a challenging college preparatory program to graduates. Students are required to complete 3 years of a foreign language, 4 years of English, 4 years of social studies, and a total of 9 years of mathematics/science. The curriculum is further strengthened through enrichment programs and accelerated studies including a dozen advanced placement courses and 25 electives in mathematics and science.

Bronx High School of Science offers a secure, serious, and supportive climate which stimulates a commitment to excellence. This has been accomplished by a planned approach which stresses demanding requirements for graduation, schoolwide recognition of academic achievement and excellence, and school regulations which are sensible, humane, and enforced. The climate also has been achieved through an active student organization whose "Senators" meet with the school administration regularly, an involved Parents' Association whose representatives meet weekly with the Principal, a dedicated faculty who understands and avails itself of the administration's "open door" policy, and a group of security guards who are well-trained and responsive to the students. In addition, the school has developed a tradition which supports the concept of excellence and achievement. This has come about as a result of the success of "graduates" over the years (3 Nobel Laureates in Physics, a university president, leaders in the academic, business, political, professional, and art communities). Successful "graduates" are called upon to be keynote speakers at graduation as well as during the school year. In addition, the success of the school over the years in significant competitions has helped to maintain and enrich the atmosphere which stresses achievement and excellence.

the future

Bronx High School of Science staff have been actively developing new programs which stress inquiry, interdisciplinary, and problem-solving approaches. The school has developed significant connections with universities, colleges, and research facilities throughout the city to enable many more students to work independently on original research problems. Presently there are over 150 juniors working on such projects in biology, chemistry, physics, mathematics, and social science.

In addition, the school recently acquired funds for a $500,000 computer installation which will be first of its kind in the nation.

A problem which continues to be addressed is the relatively small number of students from disadvantaged areas who apply and are admitted to the school. This problem has begun to be overcome through an outreach program which brings to the school seventh and eighth graders (mainly disadvantaged minority children) once a week for 7 weeks. These pupils are exposed to learning experiences in the computer and science laboratories. A large number of these students apply and attend the school as regular students.

other features

The Bronx High School of Science is the foreign language center for all the high schools in the borough. There are course offerings in fourth year language that focus on culture and conversation in Spanish, Hebrew, French, Japanese, and Russian. The school offers 7 different languages, having recently added Latin, Japanese, Italian, and Chinese to the curriculum.

In the past several years the school has faced budgetary problems. To help overcome this obstacle, the school established the Bronx High School of Science Foundation. The tax-free foundation has begun to collect funds from a variety of sources. The Alumni Association also has been revitalized to lend support to the school.

resources

Bronx High School of Science will share its School Handbook, brochure and factsheet. In addition, it welcomes all visitors.

key person(s)

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Profiles in Excellence

BROOKLYN TECHNICAL HIGH SCHOOL

Brooklyn, New York

school and community

Brooklyn Tech is a specialized high school within the New York City School District which provides its students with an academic education emphasizing engineering, science, mathematics and computer science. The school is located in the business and education center of Brooklyn. Students are admitted to Brooklyn Tech, after successfully competing on an entrance examination. Over 97% of the schools graduates attend college. Student enrollment in grades 9-12 is 4,538. Fifty percent of the students are Black, 24% White, 13% Hispanic, and 13% Asian. The school also has a sizable number of Asiatic and West Indian Black immigrants. Thirty-nine percent of the students are from low income families. Brooklyn Tech has 285 staff members including 15 administrators, 197 teachers, 3 counselors, 3 library professionals, 1 social worker, 10 security officers, 40 food service personnel, and 16 clerical. In addition, there are 27 part-time staff members.

programs, policies, practices

In grades 9 and 10, students complete a full 5 major academic program (English, social studies, mathematics, sciences, language) plus a number of specialized courses designed to give them an introduction to engineering, sciences, and technology. Students also complete requirements in music, art, speech and physical education.

In grades 11 and 12 students continue with the academic core and also select one of the following major areas of concentration: aeronautical engineering, architechture, arts and science, bio-medical, chemical science and chemical engineering, civil engineering, computer sciences, electonics and electrical engineering, graphic communications, industrial design, math-science, and mechanical engineering. Brooklyn Technical High School is a pre-engineering high school intended to prepare its students for college and for a life in a highly technical society. Therefore, curriculum review must be an ongoing process in most departments. A committee of teachers reviews the subject area topics for possible revision and improvement whenever and however indicated by teacher comments, student achievement, external indication (changing industrial developments), university requirements, etc. Brooklyn Tech established an advisory board of representatives of various areas of engineering and industry to review their curriculum and make suggestions for revision. They also have involved a number of engineering colleges and universities to review the courses of study. During the past 3 or 4 years and continuing into the present, Brooklyn Technical High School has been involved in extensive curriculum expansion and revision which contributes to the overall success of the school.

Staff have established close ties with the colleges and universities in the metropolitan area. For example, Brooklyn Tech has established courses taught in the school for which students receive college credit. In the senior year, students are offered English and social studies classes whose courses of study have been set up jointly by the teachers of the classes and the university (e.g., Polytechnic Institute). Professors from the Institute are invited to lecture and hold discussions with the students. In addition, the school has established programs where students, at the end of their school day, go to the college to take credit courses.

The technical and mathematics areas have been undergoing extensive revision of curricula. Many of these changes have involved the infusion of computer principles, problem solving, computer-assisted-design and programming into the science/engineering options. As a result of these changes, Brooklyn Tech will provide its students with an education reflecting these advances in technology.

other features

Brooklyn Tech has excellent facilities for teaching engineering sciences and computers. The schools 8-floor building houses 43 fully-equipped laboratories and specialized shops including electronics, structural steel, building construction, printing, metalurgy, and quality control. In addition, there are five computer centers as well as individual computer facilities in a number of departments. The school also has a 4-level 3,000 seat auditorium, one the largest halls in the city.

In addition to the many opportunities in the science and engineering area, staff have selected students to attend a Performing Arts Seminar, conducted by such artists as Clive Barnes, Martha Schlamme, etc. The seminar also provides students with the opportunity to attend many concerts and plays during the year. The school also conducts a Poet-in-Residence program, where a poet comes into the school to work with a few of the classes.

the future

Curriculum revision is constantly ongoing to reflect the needs and challenges of a changing world. In addition, updating equipment in a specialized high school is extremely important; budget cuts have added to the challenge. However, the school recently started to expand its computer math courses to include assembly language, uses of peripheral devices (printers, sound generators, modems), disk operating systems, graphics, and other languages (LOGO). Students enrolled in this major will have access to some of the most up-to-date microcomputer equipment now available.

Brooklyn Tech has begun an alumni association. The school hopes to maintain contact with its graduates in an effort to know their development and progress through college and into their professions. Staff hope to determine further the strengths and shortcomings in the programs they offer. They also hope to call upon graduates to talk and work with current students in a further effort to motivate these students to the exciting possiblities ahead of them.

resources

Please contact the school regarding the availiabity of resources.

key person(s)

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DEERING HIGH SCHOOL
Portland, Maine

school and community

Deering, is one of two public high schools within the city of Portland. Deering's enrollment includes 1,262 students in grades 9-12. Ninety-seven percent are White and 15% are from low income families. Demographic and school boundary shifts have altered the composition of Deering's once predominately college preparatory student body. Forty-one percent of Deering's 1982 graduates enrolled in a four year college or university.

During the past 3 years the school has undergone a $6.1 million construction and renovation project. In addition, in September of 1979, the ninth grade was returned to the high school. The school has 120 fulltime staff members and 20% of a social workers time.

programs, policies, practices

Leadership

Responsibility for creating Deering's special climate has been assumed by the total school community working and planning together under the leadership of the Principal. Staff members feel that there is strong support for what they do and that they are "backed-up" in their efforts to enforce behavior standards and academic expectations. The faculty sees that their commitment to teaching is reflected in overall school policies which require students to take at least 5 subjects per semester and which requires a minimum of 39 credits to graduate.

A change in administration 2 years ago has led to a new direction for Deering High. The administration has worked to sustain a positive environment and to make staff members and the student body feel important to the operation of the school. In 1981, the Portland Schools instituted a system to organize teachers, for planning and instructional purposes, into clusters (For example Cluster I includes English, reading, foreign language, and Cluster III includes math, business and industrial arts.) Deering's 5 Cluster Coordinators and 3 administrators make up the schools administrative team. This group meets at least weekly for discussion and resolution of issues and for setting the overall direction for the school

The Principal and his administrators have promoted at Deering an environment of cooperation and acceptance in which faculty suggestions are considered critical to the smooth operation of the school. Such quality contact with teachers has resulted in an improved program for students. Staff members are encouraged to assume leadership roles, to be creative, and to involve themselves in participatory decision making.

Standard and Expectations

Deering maintains a scholarly and student-oriented learning environment; educating pupils well remains the school's top priority. With faculty guidance and support, students are encouraged and expected to strive for excellence, to develop a sense of commitment to their futures, and to view school as a means to that future. Deering extends a serious effort to move students into the world of postsecondary education and work. Students are held accountable for being in school and special efforts are made to keep them in school; for adolescents in trouble, alternative programs during school (BRIDGE) and after school (Afternoon School) are available. The underlying assumption is that students are at Deering to learn and, therefore, grow and are provided with a school environment that concentrates on academic and pre-vocational tasks. High expectations are set and reinforced; faculty efforts are aimed at promoting the best from each student. Rules and regulations are clear, well publicized, and firmly and fairly enforced. The school values consistency and openness and promotes a humane atmosphere in which students feel challenged, valued, accepted, and important.

the future

In 1980, Portland designated Deering as the city high school that would provide academic and community-based programs for age-appropriate handicapped adolescents. Programs are being developed and prepared for implementation to meet the needs of the severely to mildly handicapped population.

other features

Deering's two-year-old Computer Technology Program reflects the major trends in computer education. The school takes a top-down structured modular approach to computer programming with an emphasis on problem structure, problem coding, and extensive problem documentation. Two and one-half computer teachers provide instruction for 150 students. Deering's computer facility operates at full capacity. Guidelines include a pupil-computer-ratio of 2-1. The computer facility works with software in all major languages used in the business and scientific community including BASIC, PASCAL, FORTRAN, and COBOL.

The computer program is designed to provide for all students in grades 9-12 an opportunity to learn about computers and computer programming in both scientific and business environments. Members of the computer staff are trained as computer information systems educators and are professional computer users in real society. The program is composed of five parts: (1) a classroom learning environment consisting of 16 networked micro-computers; (2) a laboratory learning environment equipped with 6 micro-computers for advanced student and faculty use; (3) 3 micro-computers to be used in implementing computer aided instruction in all disciplines; (4) a computer for administrative data processing functions; and (5) an ongoing Computer Science Club

resources

Please contact the school regarding the availability of resources.

key person(s)

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Deering High School
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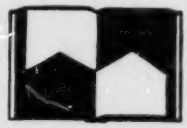

school and community

Hanover High School is a comprehensive public high school of approximately 625 students. The Hanover High School setting is primarily academic with 75% of graduates attending 4-year colleges and universities. Ninety-nine percent of the students are White; 1% are from low income families.

The Hanover community is viewed by many as the educational and medical center of northern New England. The presence of Dartmouth College lends an academic tone to life in Hanover. The community has attracted a well-educated, middle and upper income population that values education and that expects academic excellence and achievement from their schools and their children.

programs, policies, practices

School-Community Relations

Hanover High School maintains strong bonds with its community. This positive relationship has been translated through the years in continuing and active support for the school. As an example, in the past 20 years, only 1 school budget has been defeated by the voters. Hanover attributes the following factors as responsible for excellent community/school relations.

- a community sense that visitors are always welcome as observers or helpers
- volunteer program that averages over 100 volunteers contributing more than 1,800 hours annually to enrich all aspects of school life
- a community-based "Friends of the Hanover-Norwich Schools" which raises funds for innovative educational projects.
- extensive public participation in school board sub-committees, district goal setting, and school level organizations
- a community/faculty-based Dresden Scholarship Fund to provide financial awards to selected graduating seniors
- strong community support groups for co-curricular activities
- substantial school use of community resources such as Dartmouth College; business, engineering and medical graduate schools; Regional Center for Educational Training; Mary Hitchock Hospital and Dartmouth Medical Center; Montshire Museum; Army Cold Regions Research and Engineering Laboratory, and the Norwich and Hanover town governments.
- a budgeted Community Relations Director position responsible for coordinating the volunteer program, publishing a district newsletter, reporting on school board action, and contacts with the news media.

Teacher Effectiveness

The teaching staff at Hanover High reflects considerable formal education and classroom experience. The percentage of teacher turnover is low and morale remains high. The vast majority of the teachers strike a successful balance between being content-and student-oriented. The school maintains a number of policies that foster continual striving toward excellence:

- Teachers have a legitimate role in the various levels of the decision-making process such as budget development, staff hiring, curriculum changes, and administrative regulations.
- Teachers develop three-year professional development plans, portions of which are funded by the district.
- Teachers identify annual target objectives that become the basis of evaluation of their supervisor.
- Teachers are organized departmentally by discipline and supervised by their subject area curriculum coordinator.
- Teachers frequently rotate specific assignments or prefer a variety of assignments to one or two preparations.
- Teachers work in a climate of trust and openness with the administration, the community and the board of education -- a climate where a variety of teaching styles and course standards are supported.

Standards and Expectations for Students

At Hanover High School a number of processes and mechanisms exist to help ensure that the school develops the uniqueness of each individual student, cultivates mutual trust and respect; and develops the full potential of each student. Of prime importance is the Council which is the system of governance that has the authority to act on all matters not controlled by school board policy, state law or administrative regulations or regulations published in the Student Handbook. The 34 member Council consists of representatives of students and staff. In addition, expectations for students are accomplished by:

- Providing resource centers in the academic areas where teachers when not formally teaching are generally available.
- Providing open labs in science, art, music, reading, industrial arts, and business for students during their unscheduled time.
- Giving students responsibility for their own time when not scheduled into formal instruction.

- Allowing students in grades 10-12, who are satisfying academic requirements and whose parents grant permission to have the option of leaving school grounds whenever they have unscheduled time.

- Making available student lounge areas.

resources

Hanover offers the following publications upon request: Program of Studies ($2.50); Student Handbook ($2.50); Guidance Handbook ($1.00); sample newsletters (free). In addition the following staff are available to make slide presentations at other schools: Janet Hurd, Community Relations Director; Harry Braeuler, Foreign Language Coordinator: William Cogswell, Math Coordinator; Susan Cohen, English Coordinator; Bruce Koloseike, Science Coordinator; Frank Miles, Social Studies Coordinator; Uwe Bagnato, Principal; and Linwood H. Bean, Jr., Associate Principal (Expenses Only).

key person(s)

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Mr. Linwood H. Bean, Jr.
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Hanover High School
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HUGH BAIN JUNIOR HIGH SCHOOL
Cranston, Rhode Island

school and community

Hugh B. Bain Junior High School is situated in a business district of Cranston, Rhode Island. The school's neighborhood is comprised of small businesses and low income multi-family homes, while other sections of the district are made up of middle class single family homes, small industry and business, and low income housing. The school's 813 students (in grades 7-9) are from working class families. Ninety-eight percent are White, and 14.5% come from low income families. The Junior High School employs 68 fulltime staff and 21 part-time staff.

programs, policies, practices

Discipline

The school has an initial referral procedure for classroom behavior problems which involves the department chairperson as a referral source before involving the assistant principal. This eliminates the necessity for the administrator's intervention in relatively minor problems. The process requires the classroom teacher to be more directly involved, while allowing each department chairperson opportunity to review the daily classroom management skills of the respective teachers. To standardize appropriate types of behavior to be addressed by persons other than the assistant principal, staff agreed on specific infractions to be considered as other than office type referrals.

Standards and Expectations

Every school year, each of the content areas must establish a set of objectives for the year. Students take pre- and post-tests in October and May which are used to assess expected progress. Each department prepares a mid-year report to ensure that students are meeting target objectives. This monitoring of program and staff is reinforced in weekly conference periods between teachers and department chair. Teachers of exploratory subjects, without department heads, meet weekly with the principal or city-wide coordinator.

School-Community Relations

Hugh B. Bain School's basic philosophy is to serve the community not only as a fine educational facility but also to provide auxiliary services. This past year the faculty developed and provided a series of workshops for the community in an evening program at the school. Teachers and other community professionals provided workshops free to residents ranging from dance therapy to legal advice. Each year the faculty and students provide food and funds for the needy at Thanksgiving and Christmas, while also selecting at least one charitable organization to assist with fund raising. During the last 2 years, the school was the largest school fund raiser for the American Heart Association. The Hugh B. Bain School enjoys an active PTA, with the largest membership of any secondary school in Rhode Island. The school's greatest problem in community relations is maintaining its community-based programs while guaranteeing a minimum of lost class time.

the future

Staff presently are reviewing the school's community-based projects in an effort to maximize cooperative use of school facilities. This effort will help increase the involvement of the students in community activities and services and expand the use of community expertise in the school's instructional programs.

In the area of discipline, the school administration must address the increasing number of students with special needs or varying social and behavioral values which are inherent in the changing population that the school now serves. Staff must make an effort in cooperation with feeder schools, to identify certain characteristics which require attention to ensure a more positive outlook by students towards learning.

The school system has recently reinforced its commitment to excellence in education which will require that staff reassess its academic expectations for each academic discipline. Basic skills will remain a priority in all academic disciplines, and staff will give reading in the content areas a renewed priority.

other features

The school's Chapter II reading programs develop basic reading skills through the content area subjects, thus avoiding the "pull out" of students. Chapter II teachers and reading consultants meet weekly to help coordinate efforts and to discuss individual cases.

resources

- Program of Studies
- Discipline Procedures
- Curriculm Guides - all areas
- Criterion References Pre-and-Post Tests
- Program Description (Modern Dance, Chapter II Reading, Gifted Science, Computer Literacy)
- Individualized Language Arts Writing Program
- Speakers/Demonstrations
- School Tours

Please include self-addressed stamped envelopes in all requests for materials.

key person(s)

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Profiles in Excellence

ILLING JUNIOR HIGH SCHOOL
Manchester, Connecticut

school and community

Illing Junior High is located in Manchester, Connecticut, a pleasant suburban community approximately 10 miles east of Hartford. Manchester is known as the "City of Village Charm". There are several local businesses and industries, but many residents are employed in defense industries and the insurance industries in nearby towns.

The student body includes 1,043 students in grades 7-9. Ninety-four percent of students are White, 5% Black, and 1% Asian. Approximately 1% are from low income families. There are 106 fulltime members of the Illing staff including 3 administrators, 78 teachers, 4 teacher aides, 1 library professional, 1 social worker, 1 security guard, 3 counselors, 9 food service personnel, and 6 clerical. The teaching staff has increased by approximately 10% in the past 3 years. The average teacher has taught in Manchester for more than 10 years, and has a master's degree or equivalent.

programs, policies, practices

Curriculum

Illing's curriculum strives to provide for a student's academic needs, to develop his sense of social responsibility, and to meet his physical needs. The academic classes, in which a student can learn and develop his talents and interests, are leveled -- ranging from honors to remedial. Illing offers a Learning Center to aid students who have been placed there because of deficiencies in academic areas. The school has a gifted program for students with unusual potential in either academics or the arts. There also are a wide range of electives for all in the special areas such as typing, industrial arts, art, home economics and music. For a few who need nonacademically oriented programs, there are vocational education classes which give actual work experience, along with basic academic skills.

In order to direct students toward social responsibility, Illing has an active Student Council, a Connections Club which seeks to teach multi-cultural understandings, and a firm, well-organized discipline code. The guidance department, social workers, and nurse combine to minister to the social needs of all students. Physical education classes teach lifetime skills. Illing's interscholastic athletic program is one of the largest junior high programs in the state.

Discipline

Four years ago, a committee of teachers, parents, students, and administrators designed a comprehensive student discipline code. This code clearly states Illing's discipline philosophy and lists inappropriate behavior with stipulated levels of punishment for each violation. It has been instrumental in providing security for students during their adolescent years and has assisted staff considerably in recognizing student misconduct and in assigning consistent and uniform penalties. The vast majority of students accept and support the discipline code and generally comply with it. It has helped to reduce both vandalism and serious misconduct, and has greatly improved staff morale and students' and teachers' sense of well being.

Teacher Effectiveness

The staff at Illing is known for its caring and sharing both with each other and with students. As individuals, the staff members possess unique talents which often are reflected in their teaching. Staff members are comfortable with sound innovative ideas and are receptive to responsible changes which improve the educational program. They willingly expend the extra effort which is required in order to meet the many needs of their students. The administration encourages teacher involvement in decision making, and this has created a feeling of cohesiveness and a high motivational level.

the future

On two occasions during the past four years, Illing has experienced a decrease in student test scores. During 1981-82 the ninth grade students experienced a decrease in their writing skills as measured by the State Minimum Competency Tests. Through a comprehensive effort, staff reviewed the curriculum and instituted several new learning experiences in order to correct this deficiency. During 1982-83, students achieved the highest writing scores ever on the competency tests; however there was an increase in the number of students who failed the math section. Staff are in the process of implementing a similar plan of action to the plan which was implemented in writing and anticipates the same significant improvement.

Illing currently is faced with convincing the citizens of Manchester that a 3-year middle school provides the best educational opportunities for their children. Staff have developed a position paper to share with the community. Although the problem still exists, Illing staff will continue its efforts to be maintained as a 3-year school, as they believe their facility can be best used in this capacity, rather than a school that accommodates only 2 grades.

other features

Illing is a beautiful school; it provides a safe and aesthetically pleasing environment within which students and faculty can work. Visitors comment on how well it is kept and on the lack of vandalism. The school media center is approximately 10,000 square feet in size and contains 2 amphitheaters. The industrial arts, art and home economics facilities are among the most outstanding to be found in a junior high school anywhere in the country. The school also has excellent facilities for learning disabled students and for academically talented students.

resources

The following materials are available at the cost of reproduction:

- Student Handbook
- Staff Handbook
- Substitute Teacher's Handbook
- "On Your Own" Curriculum Guide
- Student Survival Unit
- Study Skills Unit
- Computer Literacy Curriculum Guide
- Discipline Packet
- Descriptive Information on the Gifted Program
- Decriptive Material on the Satellite Receiving System
- Descriptive Material on "Reading Any Material Silently" Program
- Descriptive Material on the Exemplary Art Program
- The Evaluation of Positive Alternatives to School Suspensions Program
- The Evaluation of Matching Attitudes and Talents to Career Horizons Program
- History of Illing Junior High School
- Speakers' Bureau Pamphlet

key person(s)

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Profiles in Excellence

KATAHDIN HIGH SCHOOL
Sherman Station, Maine

school and community

Katahdin High School is located in Northern Maine. The community is comprised of several small towns (a total population of under 3,000), and residents are farmers and mill and woods workers. The school is situated 80 miles from any area of major population and any institution of higher learning. Despite these isolation factors, consistently 50 to 60% of Katadin graduates attend some form of higher education. The high school has an enrollment of 262 in grades 9-12. Ninety-nine percent of the students are White, 1% are American Indian. Sixty-nine percent are from low income families, and many are from single parent homes. Katahdin has 28 fulltime staff members and 10 part-time staff members.

programs, policies, practices

Leadership and Discipline

Katahdin's discipline problems are few due to the leadership of the principal. He has been instrumental in implementing new policies which have resulted in positive changes in the school's environment. The principal surveyed students regarding their concerns about their academic and personal lives. Primarily students were interested in building greater communication between faculty and students, and receiving recognition for their efforts.

In order to build greater communication, Katahdin teachers held panel presentations for the entire school, which was followed by a question period. Teachers discussed their motivation for becoming teachers, the job difficulties, and the rewards and expectations of the job. This session was followed one month later by a student panel (one elected member from each class) in which students voiced their difficulties in dealing with teacher pressure, discipline, homework, and teacher attitudes. The session was also followed by a question period. In the fall of 1984, the school plans to follow up this program with a combined student/teacher panel in a debate format.

In order to reward student efforts, faculty developed a number of recognition programs, including ice cream sundae making for honor roll students, postcards and phone calls home for noteworthy work, and an academic awards picnic (with teachers cooking and serving).

Standards and Expectations

Katahdin tries to have students feel that the school belongs to them, not the teachers. Students have responded by showing a care and concern for their environment. The artistic students are encouraged to design and paint appropriate decorations on the walls ranging from abstracts and scenic views to Garfield and Snoopy figures. The principal has decorated the bathrooms for the various seasons and holidays which has dramatically reduced the incidents of graffiti. The seniors have an open campus policy; they also are responsible for decorating and maintaining their senior lounge.

Through these efforts, students develop positive attitudes toward the school environment. Such expectations have been carried into the academic area by teachers realizing the students will produce only what is expected of them. Teachers keep parents informed of their child's progress and have the principal's support in demanding greater output. Katahdin makes a special effort to help students in a variety of ways to experience a larger society (e.g., job shadowing, visitations to and from the state university, etc.), thus helping them to understand the demands they will encounter when they leave Katahdin High School.

Teachers encounter the usual difficulties in getting students of average and above average capabilities to perform to their potential. Through homogeneous grouping, the school tries to demand appropriate performance from all students. They also have implemented writing and study skills across the curriculum.

the future

Katahdin plans a continued program of student/faculty discussion on rotating years. The recognition program will be continued, and expanded and modified whenever and wherever possible. To address some of the social needs targeted by the students in the survey, the principal is planning to hire a social worker for the high school.

other features

In the survey, students also expressed the need for the development of life skills, i.e., programs which look at career choices, health awareness, and peer relationships. In response, the school held 3 full-day student workshops with speakers, films, and demonstrations from which the students selected 6 specific interest areas.

Katahdin's Adult Education Program has been unique in involving many community members in programs ranging from basic literacy to college level courses. In fact, the school has had 4 people graduate from 2-year associate programs taken at Katahdin. The day school program is of particular interest to both students and adults because of the vocational factor. Katahdin operates 3 fulltime shop programs and a nurse's aide program which frequently leads to employment in a local nursing home.

resources

- English Curriculum Guide
- Student Handbook
- Transition Team Guidelines: a sheet developed by the principal and teachers to assist any student who may be away from school for an extended period of time, i.e., Outward Bound, college visitation, student exchange program, job shadowing, etc.
- HYGOYAT: teacher reminder/stimulator for positive attitude
- Student Survey: various forms available for student suggestions that Katahdin has used to modify the school environment and curriculum
- The Forest, the Environment, and Us: a program developed to expose students to the forestry industry
- A course selections booklet
- Katahdin's principal is available for speaking engagements and school tours are available upon request to the principal

key person(s)

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Profiles in Excellence

KENNEBUNK HIGH SCHOOL
Kennebunk, Maine

school and community

Kennebunk, Kennebunkport, Cape Porpoise, and Goose Rocks Beach make up Maine School Administrative District Number 71. The region is a combination of quaint village centers, field and forest, saltmarsh and seacoast. Kennebunkport and Cape Porpoise are centers of a lively fishing and lobstering trade, while Kennebunk is an attractive location for light industry because of its proximity to Portland and Boston.

Kennebunk High School has recently been expanded and renovated to better serve the educational needs of the 600 students enrolled in grades 9-12. Almost 100% of the student body is white; 16.38% are from low income families. The staff is comprised of 45 classroom faculty, 3 special education teachers, 2 guidance counselors, a personal counselor, a librarian, nurse, and 6 teacher aides and assistants.

programs, policies, practices

Leadership

Kennebunk High School uses a multi-team approach where all members of the faculty are given shared responsibility. Overseeing the operation of the school is the School Management Team. Three members act as part-time assistant principals in charge of discipline, student attendance, supervision of grounds, scheduling, room assignments, duty rosters, lunchroom supervision, and statistical data. These individuals, considered master teachers, continue to teach and, thus, be exposed to students in the classrooms. The fourth member of the Management Team is the Headmaster, whose duties are teacher growth and development and curriculum development. By having the Management Team handle operational details, the Headmaster has time to develop positive programs, rather than constantly reacting to administrative problems.

School-Community Relations

During more than a decade, one citizen took the school district to court 10 times, 4 of which concerned issues that rose to the State Supreme Court. Because of the litigation which aimed to dissolve the district, the school board was blocked from selling bonds to renovate and expand existing junior and senior high school facilites. The district finally succeeded in a referendum vote to preserve the district and to embark on a 5.89 million dollar renovation and expansion building program. Kennebunk and Kennebunkport are once again united behind their educational system, proud of the system's accomplishments, generous in their support, and demanding of the system's achievements. Kennebunk High School is truly a community school, open from 7 a.m to 11 p.m. There is a strong adult education program serving over 1,900 persons a year. Community advisory committees exist for cooperative education, business education and vocational education. Strong booster organizations support both the athletic and music programs, and the Headmaster's Parent Advisory Council meets one evening a month.

Curriculum

The major goal of the school's curriculum is to individualize the learning process for each student. The district is in the process of developing a data bank for students and a testing program for determining expectancy instructional levels for each individual student. Once this is in place, staff will develop an Individual Education Plan for each student to meet individual needs.

The major difficulty the school is encountering in implementing this new process is the secondary staff who are trained as subject matter teachers. Teachers need to be retrained to focus on individual needs rather than on content areas. To accomplish this, the school is training classroom teachers in a Pupil Evaluation Team process for special education students. In addition, the Superintendent of Schools is holding workshops to further retrain staff, and "consulting teachers" from the district will be hired during the summer months to organize and run additional training workshops for staff members.

the future

As the school develops expectancy instructional levels for each student, staff also are developing a gifted and talented program at Kennebunk High School, focused on academic and creative/artistic talents. In the academic area, staff are developing an honors program and planning extensive use of community resources, such as the Brick Store Museum and Peck Environmental Laboratories, as well as two local universities. In the creative/artistic component, staff will develop a program for the performing arts (drama) and take advantage of the many mentors available to work with students in music, art, and dance.

Next year Kennebunk will offer Japanese and Russian as late afternoon classes for credit in conjunction with adult education. If this proves successful, Chinese will be added in the near future.

other features

Student involvement is the highlight of the success of Kennebunk High School. With a student enrollment of 620, over 100 students are members of the Math Team; over 400 participate in interscholastic sports; 414 study foreign language, and 264 are in laboratory science classes.

Kennebunk High School has a Special Education Management Team whose purpose is twofold: 1) to coordinate a team teaching and team effort approach at delivering services to all special education students, and 2) to provide the vehicle for developing vocational education experiences appropriate for students in all special education programs. The school received a grant from the State Department to develop in-house businesses which will provide vocational skills building and development. As a result of these business ventures, students will be able to demonstrate entry level vocational skills in the areas in which they are involved.

resources

- District brochure (.50 postage)
- Program of Studies (.50 postage)
- School tour
- Speakers

key person(s)

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Spencer Trask
Administrative Team
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King Middle School

KING MIDDLE SCHOOL
Portland, Maine

school and community

King Middle School is located in the heart of Portland, the largest city in Maine. Students are drawn from across the range of socio-economic groups. The school enrolls 625 students in grades 6-8. Ninety-two percent are White, 5% Asian, 2% Black, and 1% Hispanic and American Indian. King also has a sizable group of Southeast Asian immigrants. Sixty-seven percent of the students are from low income families. The school staff includes 2 administrators, 45 teachers, 3 teacher aides, 1.5 counselors, 1 library professional, 1 social worker, 5 part-time food service personnel, and 2 clerical.

programs, policies, practices

Curriculum

King Middle School offers a full comprehensive program to all students. Beyond the general courses, King offers several unique programs. The multi-cultural educational program, which represents at least 5 languages, includes an ESL component, where trained members of the staff have developed a curriculum covering health, science, social studies, and math. Staff established an entry and exit criterion and readiness factor prerequisite to mainstreaming students in those central areas.

The Project Exploration Program, modeled upon Joseph S. Renzulli's Enrichment Triad Model, has students engaged in the higher thinking skills of analysis, syntheses, and evalution consistent with Bloom's Taxonomy of Educational Objectives. Curricular topics are varied, ranging from astronomy to zoology, depending on the interest of the participants.

The Elements of Mathematics Program offers a highly rigorous and theoretical approach to the science of mathematics. With the development of logic and mathematical proof in grades 7 and 8, students are involved in very sophisticated subject matter.

King Middle School has developed a Subject Centered Reading Program for grades 7 and 8. Sixteen major content area teachers teach a course called Subject Centered Reading (SCR). Each quarter students within a house rotate among their core teachers, in math, English, science and social studies, to review skills pertinent to each area for a 9-week period. The basic skills taught are: using textbooks effectively, setting purpose, varying reading rates, reading critically, test taking techniques, questioning strategies, organizational skills, and study approaches. Each discipline has developed its own curriulum. Emphasis is on how to study each subject meaningfully.

Standards and Expectations

King's standards are simple: "Take pride in yourself, your school, and your community". King Middle School has high expectations for its students. Homework is mandatory and the Middle School Planning Council establishes direction and policy for all Middle Schools with regard to curriculum,

discipline, community relations, policies of report cards, study skills, and general operational procedures. The Council includes staff, parents, students, and central/building administration. This group allows for open and free dialogue of issues on an ongoing basis in the Middle School operation.

the future

Students seem to have an excellent feeling about King Middle School and themselves. King's project on ethics has done a great deal to promote this climate. King's plannning efforts and staff involvement with administration have strengthened the school's programs and reinforce their commitment to excellence. The school's good climate has been a major factor and has given the school a sense of direction. King will continue its thrust for excellence by maintaining its high expectations and standards and its positive school climate.

other features

King's Chapter I program works with students in the areas of reading and mathematics. The Chapter I reading program involves students from grades 6, 7 and 8 who attend classes 5 periods per week for 45 minutes per class. With regularly scheduled classes, no one is pulled out of class. Each child has an I.E.P. prescription. The program focuses on 3 distinct areas of reading: 1) developmental, developing basic reading skills, attitudes and habits; 2) recreational nuturing satisfaction in reading; and, 3) functional, using study skills to learn specific content through reading. King also has implemented a leisure reading program, Wide World of Reading, which encourages outside reading.

Student of the Month Program: Each House makes a selection of a Student of the Month using 5 categories: attendance, behavior, effort, academic improvement, and citizenship. Pictures of the selected students are placed in a special case and exhibited for a full month.

resources

House Plan
King Middle School Student Handbook
Philosophy of Middle School
A Message to Parents:
Grade 7, Here I Come
Student of the Month Criteria
Subject Centered Reading
School Yearbook
Chapter I
Computer Program
Guidance Orientation Program
A Fifth Grade Parent Guide to King Middle School
King Middle School Dedication School of Excellence
Alumni of the Year Criteria
Study Skills - Grade Six
School Newspaper
Bi-Lingual Program
Elements of Mathematics
Foreign Language Program
Profile of a Middle School

key person(s)

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Profiles in Excellence

LEBANON JUNIOR HIGH SCHOOL
Lebanon, New Hampshire

school and community

Lebanon Junior High School is located in Lebanon, a small city in westen New Hampshire. The Junior High School has an enrollment of approximately 345 students in grades 7 and 8. Almost 100% of the student body is White; approximately 20% of the students come from low-income families.

The school staff has remained stable in the last few years. Staff include 2 administrators, 25 teachers, 1 counselor, 1 library-media professsional, 3 clerical staff, and 2 cafeteria staff. The principal has been in his position for 9 years.

programs, policies, practices

In the past 9 years, Lebanon Junior High changed from a building having the poorest reputation among the town's 7 schools to an exemplary school. It has the respect of the community and the school board's strong support.

Among the reasons for the school's low standing 9 years ago were serious student disciplinary problems, low staff morale and commitment, lack of direction in goals and curriculum, and poor physical plant. Through hard work and dedication, all of those problems have been addressed in the intervening years. The climate at Lebanon Junior High can now be described as committed, supportive, orderly, productive, enthusiastic, and busy.

The school has been able to recruit, hire, and maintain an outstanding and dedicated staff, strengthen its team teaching approach to instruction, develop significant improvements in the basic and special curricula, and mount an aggressive public relations program to build community support. In addition, a half-million dollar building renovation program undertaken 7 years ago provided significant improvements in the school's facilities. Most importantly, the renovation project provided an appropriate backdrop for the new sense of pride developing in the school, and a visible sign of the emerging reputation for excellence it now enjoys. All of this has been accomplished through a leadership style based on teamwork, direct staff involvement in the decision-making process, and support and encouragement for teachers.

For the past 10 years, the school has employed a team teaching approach to instruction. There are 3 teams of 4 teachers each (science, math, language arts and social studies) working with 115 students each day. Students are assigned to a team to ensure that the entire student body is represented on each team, rather than an ability grouping. Teaming helps develop in each student a sense of belonging and provides a smoother transition from the more self-contained sixth grade. Team teachers plan their instruction and share information in order to effectively address the academic, social, and behavioral needs of their students.

Staff committees developed a set of essential student outcomes throughout the district, which were approved by the school board. The school's instructional goals are reviewed and revised or refined annually. The curriculum also is reviewed each year, in order to ensure that the staff will be constantly alert to the need for change. In addition, the school district requires a 5-year cycle to review, revise, implement, and evaluate each of the major subject areas.

the future

The school's hard-won reputation for excellence is one they strive to maintain each day. In addition to the improvements made in the regular curriculum, Lebanon Junior High has implemented a program for gifted and talented students, advanced placement programs in foreign languages and mathematics, a computer literacy program for all students, and a life skills curriculum for special needs pupils.

other features

During the fall and winter terms for one afternoon a week, all students and teachers take a break from regular classes to pursue activity programs which offer fun as well as the opportunity to learn a new skill or craft. Developed jointly by students and staff, the program enables them to participate together in 15 different activities each term, including cooking, creative dramatics, great games, winter sports, gymnastics, handicrafts, tennis, jogging, aerobic dancing, hiking, and athletic training.

The program helps to strengthen relationships among teachers and students outside the classroom, and encourages students to develop an interest in a variety of extra-curricular activities, as well as a sense of "being good at" something.

resources

Please contact the school for information on resources and their availability.

key person(s)

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Profiles in Excellence

LINCOLN HIGH SCHOOL
Lincoln, Rhode Island

school and community

Lincoln, Rhode Island, a town of 17,000 residents, is located just minutes north of Providence. Although primarily a residential, bedroom community for metropolitan Providence, Lincoln also has its share of several large business and manufacturing companies. Like many other post World War II communities, Lincoln has experienced a transition from its apple orchards and small farms to its new look of modern suburbia.

Lincoln High School was constructed in 1964 in a central location adjacent to the junior high school. The two buildings were connected with an annex in 1970 and the current Junior-Senior High School houses about 1,400 students in grades 7-12. Almost 100% of the student body is White; 7% are from low income families.

programs, policies, practices

Standards and Expectations

Lincoln Junior-Senior High School, grades 7-12 is arranged in a "house" model with each grade, located in its own area for homerooms; and the overall operation is coordinated by a headmaster. This school-house organization was implemented in 1977 in order to enhance academic standards, enforce tighter school discipline, and promote student and teacher accountability.

Several curriculum program houses exist to accommodate the comprehensive character of Lincoln Junior-Senior High School. These program houses include: Honors, College-Prep, General, Technical (Career), Developmental, and Special Education. Department heads coordinate curriculum programs for grades 7 through 12. The school uses an elaborate system of pupil placement in assigning students to courses within this curriculum framework.

One factor deserving considerable credit for school effectiveness and improvement has been the staff's demonstrated commitment to impose rigorous academic standards. The school increased graduation requirements from 18 to 22 credits, established a new course-weighting system, revised report card grades and abolished the D grade, and began to weight mid-term and final exams heavily, follow written guidelines for homework, a new student-attendance policy, and a revised Behavior Code (approved by the School Committee) were implemented.

the future

Although school-wide discipline policies, varied curriculum courses, and increased academic standards are in place, Lincoln Junior-Senior High School continues to review, revise, and improve school programs on an on-going basis. An immediate goal for the school is to create a climate which fosters teacher efficacy. The Lincoln school administrators are working to provide opportunities for teacher suggestions, involvement, and staff-development. Staff response to this goal is Project PRIDE described below.

other features

Project PRIDE (Professional Renewal For Improvement and Development of Excellence) is a program for ongoing school improvement implemented by the staff of Lincoln High School as part of the 1983 New England Regional School Effectiveness Project. Project PRIDE places an emphasis on the importance of teacher effectiveness in the school improvement process and thereby encourages staff input and involvement in the planning of daily operational and instructional programs. The various components which make up Project PRIDE include early release days for inservice workshops and curriculum development, opportunities for committee participation, professional days for staff development, and a collection of special articles.

resources

The following materials may be requested by phoning or writing to Howard D. Boyaj, Headmaster:

Program of Studies Booklet
Student Handbook for Grades 9-12
Senior Guide Book for Seniors and Their Parents
Printed Guidelines for Faculty Committees
Honors Advisory Board Report of Recommendations

key person(s)

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school and community

The Louis Armstrong Middle School exists in the midst of racial, economic, and generational diversity. It stands on the boundary line between a Black and White community, while recruiting students from the entire borough of Queens. The businesses in the community range from small, well-established stores to LaGuardia Airport. All age groups also are represented. The location of the school symbolizes the possibilities of how a community-based educational institution can initiate activities that brings people together in a model for intergroup living.

Louis Armstrong Middle School has a total enrollment of 1,337 in grades 5-8 plus special education classes. Twenty percent of the student body are from low income families; 45% of students are White, 20% Black, 27% Hispanic, and 8% Asian. The school has a fulltime staff of 114, including 2 administrators, 81 teachers, 9 teacher aides, 3 counselors, 2 library professionals, 2 secruity officers, 10 food service personnel, and 5 clerical.

programs, policies, practices

Curriculum

The Louis Armstrong Middle School has been organized with clear academic and personal growth in mind. Inclusion of grades 5 through 8 encourages a healthy mix of elementary and secondary school approaches. The school helps students make a smooth transition from the elementary school with a core interdisciplinary organization for the fifth and sixth grades. The school program provides a flexible balance between traditional academic areas and the arts (Children have as much exposure to art and music as they do to other areas of the curriculum). An extended school day is responsive to the needs of working parents. It also increases the opportunity for children to pursue areas of their own interest as they participate in the Early Bird Program (8:00-8:40 a.m.) and in activities such as ceramics, cheerleading, bridge, dance, printmaking, etc. After-school activities include athletic teams, dramatics, dance, and remedial courses. As further enrichment, tutors (music majors from Queens College) work with individual children for a half hour, once a week during lunch hours. Teachers and other adults serve as mentors on a one-to-one basis with several children in a project of mutual interest. During the summer, subject area teachers design electives and mini-courses. Seventh graders are provided the opportunity to select two electives, while eighth graders essentially choose their own program much as in many high schools. This arrangement provides for differentiated instruction, since there are both enriching and remedial electives.

The Louis Armstrong school had to overcome several serious difficulties to increase teacher effectiveness and to create a sound staff development program. The union contract inhibited the school's free choice of teachers. The school began primarily with a teaching staff that had been trained as secondary school teachers and had little experience with younger children. In addition, the time available for staff development was limited. Crucial to the resolution of these problems was the support of top leadership at the

Board of Education and Queens College which permitted additional time for staff development and made available college faculty to serve as ongoing consultants. The decision to hold summer workshop sessions and half-day staff development days arose from a needs-assessment conference, in which the entire school community participated. Each department prepared an agenda: a "core" program was to be developed for 5th and 6th graders; the language arts teachers wanted to design curriculum adaptations; and the math teachers wanted to experiment with the new state curriculum. This element of teachers developing an increased sense of their own importance by creating a sense of "ownership" in programs that are initiated in the school, is integral to the success that has been achieved at Louis Armstrong Middle School.

School-Community Relations

The school has come to serve as a focal point for drawing pupils together and for assuring local businesses that families interested in good education would stay in the area. A year ago the school was designated by the New York City Board of Education as a Community Education Resource Center (CERC). As a result, the school has developed close linkages with a number of local agencies to sponsor a wide variety of outreach activities -- forums, workshops, adult education classes, senior citizen offerings, and afterschool and evening programs. Community service, young people helping to improve the quality of community life, is an important part of the school program. One example is the 8th grade "parenting" class, which involves 24 students each semester as teacher helpers in nearby child care centers. Parents take part in frequent workshops and special one-day seminars on topics such as drug and alcohol abuse and sex education, as well as in annual conferences with teachers, and in a summer orientation program for new students.

the future

After five years, the Louis Armstrong Middle School has established the basic curricula and an organizational structure. The transition from the elementary level to the middle level has been eased through a CORE program in grades 5 and 6 and an elective program in grade 8. A committee of parents, teachers, administrators, and college professors has undertaken the task of examining the problems which have emerged in grade 7 and will investigate proposed solutions such as classes to bridge levels, inter-disciplinary teams and expanded CORE programming.

other features

A school museum has been established at the school serving as a center for the exhibition of the work of children, teachers, community artists, and traveling shows. It also has become a place for workshops and community meetings. In addition, a senior citizens program has been operating at the school for 4 years. Courses are offered in areas of interest identified by the seniors. The participants have been serving as tutors for children and for non-English speaking adults.

resources

CONNECTIONS -- a publication of the Queens College Center for the Improvement of Education distributed semiannually which presents viewpoints regarding effective approaches to teaching and learning. For free copies, send self-addressed stamped envelope to: Dr. Monroe Cohe, Director; Queens College Institute for Family and Community Life; Queens College - PH-04; Flushing, NY 11367.

LOOKING AT LEARNING - a series of occasional papers produced by the Queens College Center for the Improvement of Education in collaboration with the staff of the Louis Armstrong Middle School. (For free copies - same as above).

Louis Armstrong Middle School also makes staff, parents, and students available for speaking engagements and for a multi-media presentation about the school. Interested persons also can arrange visits to the school by calling (212) 335-7500.

key person(s)

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school and community

The Mt. Ararat School is located in Topsham, Maine, a rural/suburban community north of Brunswick. The student at Mt. Ararat represent a community with a diverse professional and residential pattern. While part of the district's working population is suburban and white collar, other residents work in agricultural, marine and other types of industry. Mt. Ararat School has a student population of 1290 in grades 7 through 12. Over 99% of the student body is White , and 35% are from low income families.

programs, policies, practices

Curriculum

The Mt. Ararat School offers a variety of unique programs which provide students with excellent learning opportunities. The school offers programs such as community-enriched dramatics, artist-in-residence and jazz programs which enhance learning and promote involvement of the community in the school. For example, the art program provides opportunities for students to study art at Bowdoin College and the Portland School of Art, and the drama program encourages students to participate in local community theater.

In the science and technical field, Mt. Ararat offers more evidence of a strong community school. When studying marine biology, students study local marine life to help them become more aware of their area. The school has taken active leadership in the area of computer aided education. The school's computer lab provides great opportunities for student and community learning, and involves virtually every academic area.

Mt. Ararat is the only school in Maine to offer complete 7-12 programs in German, Spanish and French. The school also strongly emphasizes cultural education and language skills. The English program conducts an annual Literacy and Arts Festival, which features speakers who are storytellers, poets, essayists, historians, actors, and filmmakers from throughout the State.

Standards and Expectations

More than any other achievement, Mt. Ararat's ability to direct available resources towards programs which promote excellence has raised the community confidence in the school. Initially the school lacked the integration with the community and the internal focus necessary to achieve this goal. Mt. Ararat's community, staff, and students restructured its learning environment by concentrating on particular academic tasks and by revising rules and policies designed to reach a higher level of achievement. Their effort resulted in better education for students and a greater confidence in the Mt. Ararat School. The school has continued to institute changes towards developing excellence in their programs and thus continues to raise public confidence.

Leadership

Early in the school's ten year history, Mt. Ararat lacked tradition, direction and effective rules. Four years ago, the community expressed its desire for excellence in its school. Mt. Ararat began by instituting order and structure in the school. The administration developed a strong departmentalized organization in which department heads became curriculum leaders. In addition, the administration made dramatic changes in rules and policies. The most significant changes included restructuring the physical design of the school building to make it more conducive to learning; creating department offices where department staff members could meet to develop and coordinate programs; changing budgeting methods to enable departments to plan for the future; and upgrading graduation requirements from 16 to 18 credits.

the future

Mt. Ararat is considering ways to strengthen the school's summer program. Staff will consider options such as adding a fifth quarter to its schedule and changing to a tri-semester calendar. Staff also are working to strengthen Mt. Ararat's Adult Education program and make the school available to the community every evening. In its' effort to encourage students to concentrate on academic tasks, Mt. Ararat is hoping to expand its Advanced Placement Program to offer a full range of courses. In addition, the school is considering instituting an International Baccalaureate Program.

other features

Mt. Ararat features two programs which aim to help students with special needs. The Survive program is an off-campus alternative program for school drop-outs which requires classroom work and employment. Project Adventure, a joint program of the physical education and special education departments, is an adaptive physical fitness program serving about 35 students. The course helps students develop greater agility and physical coordination.

resources

Mt. Ararat School's Program Catalog is available upon request. The catalog further describes some of the curriculum features noted above.

key person(s)

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MIDDLEBROOK SCHOOL
Wilton, Connecticut

school and community

Middlebrook School serves 628 students enrolled in grades 7 and 8 in Wilton, Connecticut. Wilton is an affluent, suburban community located in Fairfield County, approximately 50 miles north of New York City. Home of several corporate headquarters, Wilton is considered a bedroom community for Metro North commuters. The Middlebrook School is located on a large campus that houses both Wilton High School and a grades 4-6, school.

Ninety-eight percent of the students are White, and 2% are from low income families. Middlebrook employs 53 fulltime and 12 part-time staff members.

programs, policies, practices

School-Community Relations

Middlebrook School prides itself on its unique school and community relations program, which is characterized by:

- an active student council, which plans and conducts community service projects
- a strong Parent-Teacher Association which supports school programs and services
- good relations between the school and senior citizens (seventh and eighth graders raise funds for school projects, provide entertainment, and host luncheons for elderly citizens)
- over 225 community volunteers, who contribute over 2,000 hours during the school year in a school volunteer program
- school and community planning teams made up of students, parents, and teachers.

Teacher Effectiveness

The administration has developed special policies and practices which promote the effectiveness of their teachers.

The administration has carefully and deliberately screened and hired staff members over a 10-year period who want to teach in the middle school. Middlebrook teachers are not high school or elementary school teachers who could not find jobs of their first choice and ended up in a middle school. A staff that shares a commitment to a philosophy provides each other with the mutual respect and support necessary for any fruitful endeavor.

Middlebrook has initiated a teacher orientation program. The principal spends an entire day with the new staff members before other staff members arrive for the opening of school. This gives the new teachers and the administration time to discuss mutual expectations for the year. All new staff members are involved in an extensive evaluation program that is supervised by one of the two building administrators. The new staff members also are introduced to their respective departments and come under the wing of the department chairmen who shepherd them through their first year.

Middlebrook has introduced supervisory assignments based on a point value system. For example, cafeteria duty will count more in a staff member's schedule than would homeroom assignment. Currently, almost all of staff members have assignments that include before-school hall duty, homeroom, study hall supervision, cafeteria supervision, and after-school bus room supervision. Quantitatively, these duties represent more teacher time than in most other schools, yet, because staff members know that they are impartially assigned and equally distributed, the assignments are no longer points of contention.

Faculty members publish their own occasional newspaper called Ripples, circulated freely among the faculty, and containing anything from book reviews to comments about building policies and practices. Without an open and positive climate, this kind of paper could not flourish.

the future

Middlebrook School tries to maintain high standards of performance in a community which expects and demands it. This pressure is increased by adjustments necessitated by declining enrollments, staff reductions, and fewer dollars available for instructional programs. Middlebrook School is responding by engaging in extensive long-range planning efforts involving departments and all-school faculty meetings. The school has identified the following as critical areas 1) continued professional growth among all staff members, 2) fund-raising projects to supplement the school budget, 3) expanded use of school volunteers to staff a school message center and to provide summertime clerical assistance.

other features

- Middlebrook School features hands-on laboratory programs in science and vocational education
- Middlebrook has broad-based, co-curricular activities and an intramural sports program. The intramural program is supervised by approximately 12 faculty members.
- A Crisis Resource Team, comprised of the principal, several teachers, a school nurse, secretary, and pupil personnel staff, assembles to provide group support when a crisis happens, such as a death in the faculty or in a student's family.
- Students are counselled in formal and informal settings. For example, lunch group meets every day which brings together students and counsellors.

resources

Middlebrook School will share its course catalog, student handbook, substitute handbook, volunteers' handbook, and procedural manual used by the district-wide Crisis Resource Team

key person(s)

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Profiles in Excellence

NISKAYUNA HIGH SCHOOL
Schenectady, New York

school and community

Niskayuna is a suburban, middle and upper middle income, residential community located along the Mohawk River just east of Schenectady, New York. Its residents include executives and engineers of the General Electric Company, professionals, state workers, and research scientists employed by G.E's Research and Development Center and the Knolls Atomic Laboratory, both located within the town.

Niskayuna High School has a student enrollment of 1,378 in grades 9-12. Ninety-five percent of the students are White; 4.6% are from low income families. The staff has 119 fulltime members, including 3 administrators, 88 teachers, 6 teacher aides, 6 counselors, 3 library professionals, 1 food service person, and 12 clerical. Niskayuna also employs 28 part-time staff.

programs, policies, practices

Curriculum

Niskayuna curriculum is expansive and varied. In addition to traditional academic, occupational, and remedial courses, students have many opportunities for elective courses, and honors, AP, and other accelerated courses. The school encourages concentration on academic courses, while simultaneously encouraging the individual to pursue his or her interests in any curricular or extracurricular activity.

The district has committed large sums of money and time to an ongoing review of curriculum and instruction. Niskayuna has developed "curriculum cabinets" for each subject area, with the cabinets taking responsibility for conducting a context evaluation of the curriculum development process. It is common practice for teachers to apply to the district for money to write curricula over the summer. During the summer of 1983, the following curriculum work was completed: Curriculum for Parenting, Experimental English for grades 9-12.

School and Community

The Niskayuna community and the high school maintain a viable, open relationship, but one which is not without its difficult times. Parents of 8th graders participate in an orientation program at the high school with their child's guidance counselor. Parents also are provided opportunity to ask questions and share concerns through a series of "coffees" held during the year. The high school has become actively involved in the Niskayuna Community Action Program (N-CAP), a community-based organization established to combat "major problems which exist among Niskayuna's youth." The high school principal is the chairperson of the Crisis Intervention Program of N-CAP. This program is currently establishing a telephone hot-line/referral system for use by students in need of assistance. With this in place, the school will begin establishing a Crisis Housing Network for temporary shelter for students.

other features

In a continuing effort to motivate student interest in science careers and scientific research, the Science Department Scholarship Committee initiated a "Careers Project" for interested and qualified students. Students are placed in experiences which include, for example, physical therapy at a local hospital, the study of molecular biology at G.E.'s Research and Development Center, and stream mapping for the New York State Department of Environmental Conservation. The Math Department has taken a leadership role in computer education with all of last year's graduates having been exposed to the computer. Over half of the graduates had at least a semester course in computer programming and computer literacy. Computers are used as an instructional aid in math, science, Latin, business education, social studies, reading, and architectural drawing classes.

resources

Please contact the school regarding the availability of useful resources.

key person(s)

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Profiles in Excellence

SCARSDALE HIGH SCHOOL
Scarsdale, New York

school and community

Scarsdale is an affluent suburban community adjacent to New York City. The total district enrollment is approximately 4,200. Scarsdale High School has an enrollment of approximately 1,600 in grades 9-12. Enrollment is 92% white, 7% Asian, an 1% black. Staff members include three administrators, 117 teachers, 8 teacher aides, 8 counselors, 3 library-media professionals, and 27 clerical staff. Approximately 90% of Scarsdale graduates enroll in a four-year college or university, with the remainder primarily entering a community college or fulltime employment. The drop-out rate is negligible. The principal has held his position for 3 years; staffing has remained stable in recent years.

programs, policies, practices

Most of the students at Scarsdale High thrive in its demanding environment. The students and teachers maintain high expectations of each other, an attitude reinforced by parents. An average of 25-30% of the students are enrolled in honors or advanced placement classes in English, math, social studies, science and foreign language. For students seeking a non-traditional program, there is an Alternative School comprised of about 75 students. In addition, the CORE program houses 18 students in a smaller school-within-a-school setting for those needing a more nurturing climate.

About 100 Scarsdale students are foreign-born; an English-as-a-second language (ESL) program serves those needing assistance in becoming a part of their new school community. There is a special education program for approximately 70 students with a variety of learning disabilities. Most of these students are mainstreamed in regular classes. There are basic skills level, small group classes for those students needing remedial instruction and skills development.

Scarsdale participates each year in the Lincoln Center Institute for the Arts in Education, in a program designed to strengthen students' esthetic development in art, music, drama and dance. There are strong math, science and technology programs, including computer literacy. Vocational education is also part of the Scarsdale curriculum, offering two external programs -- one in work/study and the other a BOCES occupational education program. The internal courses include drafting, shop, and auto mechanics.

Scarsdale High School's student government provides students with a voice regarding school policies and programs, sponsors social events, and provides a source of funding for student clubs and organizations.

Students are active volunteers in many community-based agencies and programs in the area, as well as in local government activities. Normally, all instructional goals are established at the department level. A Graduation Requirements Committee has been working in recent years to establish a broader definition of the general curriculum, identify expected competencies crossing the curricula of all departments, and establish graduation requirements responsive to the needs of the 1980s and 90s.

the futur

Scarsdal[illegible]s dedicated to the renewal and redirection of the energies of all particip[illegible]s. During the past year, task forces comprised of students, faculty, administration, and parents have addressed schoolwide issues of school governance, environment, and interpersonal relations.

In curricula, the mathematics department is in the process of replacing its traditional offerings with a sequential program. The science department has added new electives in the biological sciences. The impetus for t[illegible]ese changes comes from within the departments rather than from external pressures; they reflect the school's ability to continually examine the needs of its students and carefully undertake planned change.

other features

While primarily a college preparatory high school, there has been dramatic increase in the last few years in the school's special needs and ESL populations. Scarsdale has successfully modified its programs to provide faculty, materials, and facilities to meet the needs of these students, and help them become a part of the school.

resources

Please contact the school regarding resources and their availability.

key person(s)

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Profiles in Excellence

SHOREHAM-WADING RIVER MIDDLE SCHOOL
Shoreham, New York

school and community

The Shoreham-Wading River School District is located on the north shore of Long Island, approximately 70 miles east of New York City. Shoreham-Wading River is a mixture of suburban and rural properties, with approximately 8,000 residents. The residents are predominantly middle income, White, and they include many teachers, police officers, firefighters, engineers, research scientists, and civil servants. The school district currently enjoys a favorable property tax base due to the presence of a privately-owned nuclear power station.

The Middle School was established in 1972 when the neighboring communities of Shoreham and Wading River merged their separate elementary school districts. The Middle School has an enrollment of 590 students in grades 6-8. Less than 1% of the students come from low-income families.

programs, policies, practices

The curriculum of the Shoreham-Wading River Middle School is based on the major philosophical beliefs proposed, adopted, and put into practice daily by the staff of the school. These are:

1. True learning comes from active exploration, interaction and discovery, not passive transfer of knowledge. Hence, the school's commitment to experiential learning, which means involving students in programs from which they gain real experience in a variety of ways. This belief is put into practice in many ways, such as community service programs which involve students working on a regular basis in local institutions for the aged, the handicapped, and the very young; curricular field experiences such as trips to major cities, camping and canoeing expeditions or career apprenticeships in local businesses and professional offices; student exchanges with schools in Quebec and Madrid; and hands-on experiences, role-playing activities, and simulation games in all curricular areas.

2. True learning focuses on the needs of the learner. Hence, the school's commitment to a child-centered curriculum, which addresses the physical, cognitive, psychological and social development of children. Putting this belief into action for each child is the primary function of the school's advisory program. Each staff member in the school is advisor to a group of 10 students. Through regularly scheduled monthly individual conferences with each advisee, and twice daily meetings with the entire advisory group, the advisor establishes a close relationship with each of his advisees. The advisor, who becomes the advisee's advocate in school and in the community, is responsible for ensuring that the school's curriculum.

the future

Developing and implementing a truly experientially-based and child-centered curriculum, and gaining community support for it, was a most difficult task. The school's success was achieved by creating a school climate that allowed staff the individual and collective autonomy to experiment with new ideas without fear of failure; by establishing a grass-roots rather than top-down approach to change, and by gaining commitment of time and resources from the School Board and administration so that staff could develop the programs they felt were in the best interests of children. Shoreham-Waring River has made a concerted effort to inform and involve parents in the school and a commitment to accepting parental suggestions as an important part of the educational process. In addition, the school maintains a commitment to an ongoing program of staff development.

other features

The following are major innovative programs in effect in the Shoreham-Wading River Middle School:

Leaders/Adventurers Club
School Store
After School Supervised Study
Peer Counselling
Authors Week
Artists Week
Booktalks
Sustained Silent Reading
Computer Literacy
Community Service
Quebec Exchange
Japanese School Exchange
Staff Council
Parent Liaison Committee
Computer Music
Human Rights Program
Career Explorations
Health Van
Arts-in-Residence
Poet-in-Residence
Farm
Greenhouse
Instrumental Enrichment
Cognitive Levels Matching
Writing Project
Math Problem Solving
Madrid Exchange
Fire Island Outdoor Education
Organizational Renewal
Junk Yard Music
Family Life Education

resources

Printed information on each of the programs listed above is available upon request. The Shoreham-Wading River Middle School welcomes visitors and has a specific program to maximize the benefits of a visit to the school. The school also encourages its staff and students to present workshops about its programs at other schools and at state and national conferences.

key person(s)

Dr. Cary Bell, Principal
Ms. Bonne Sue Adams, Assistant Principal
Ms. Winnie Pardo, Community Service Director

Shoreham-Wading River Middle School
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Profiles in Excellence

SHUE MIDDLE SCHOOL
Newark Delaware

school and community

Shue Middle School is located in an urban-suburban community in central Delaware. Student enrollment numbers 806 in grades 7 and 8. Seventy-one percent of students are White, 27% Black, 1% Hispanic, and 1% Asian. Twenty-four percent are from low-income families. The school staff has 57 fulltime members which include 2 administrators, 49 teachers, 1 teacher aide, 2 counselors, 1 library professional and 2 clerical.

In September 1981, along with a new principal, 70% of the student body was new due to the closing of another middle school in the district. Shue Middle School also is part of a 5-year desegregation process currently involving four districts.

programs, policies, practices

The climate at Shue Middle school is planned, positive, and humane. Such a climate depends on trust tempered by planning and discipline. Administrators, teachers, and students trust each other and trust that everyone wants to excel. Shue's success also comes from positive planning in all activities and a sense of purpose at all times.

Shue Middle School makes every attempt to structure progress to the learning needs of "in-between" students in a high energy environment in order to induce positive learning effects, while at the same time maintaining an atmosphere which is controlled and stable. Shue emphasizes prevention as a key to discipline. The school has a written philosophy for discipline and a student handbook which outlines general guidelines for behavior. In addition, the student services teams look out for students who are not doing as well as they should be.

The following policies and practices are crucial to the positive school climate at Shue:

- Teacher teams are strong and relatively autonomous to care for the welfare of their students. Common planning time and team meetings with the principal help to create a uniform climate.
- The school schedule places top priority on reasonable class sizes and common team planning periods.
- Positive counseling is an integral part of the school program. Shue maintains: assigned counselors who meet regularly with students, a teacher-advisor (Mentor) system, a strong human relations program, in teaching as well as counseling.
- High visibility of both administrators and teachers during unstructured times.
- A continued emphasis on positive communications (e.g., "please", "thank you", "excuse me").

- An Alternative Learning Center emphasizing counseling as well as discipline, and a Student Services Team which coordinates efforts to help troublesome students.
- Class time spent on instruction.
- Classes operating with the least possible disruption.
- A schedule which allows team flexibility through enrichment activities.

Shue also strongly emphasizes its school community relations, particularly with parents. Shue's policy is to welcome all parents to the school at any time; parents may visit classes, talk with the principal, assistant principal or guidance counselors. Conferences with teachers can be arranged at any mutually convenient time. Shue also has several organizations for parent involvement:

- Shue Scene newletter - mailed approximately 6 times per year
- P.T.A. Executive Council - meets monthly.
- Citizens Advisory Council - meets monthly.
- 40 parent volunteers help out in clerical and instructional areas.

the future

Shue staff will be studying ways to improve their computer education program and to integrate subject areas. For example, reading and writing skills and problem solving skills can be taught across discipline areas. In addition staff will be working to improve their reading program to ensure that students are continually provided with "better than the basics."

other features

The Alternative Learning Program provides special help and counseling for students who are having problems in school. Partially a disciplinary action, the important thrust of the program is on a positive change of attitude and improved learning habits. The program is staffed by a fulltime teacher. Students assigned to the Alternative Learning Program receive special help as recommended by appropriate staff. They are expected to complete academic work, and students are returned to their regular program when there is evidence that improvement has been made.

resources

- Teachers' Operating Manual
- Philosophy of discipline and classroom management
- Course descriptions (goals, objectives, methods, evaluations, materials used)
- Community-relations philosophy
- Teacher advisor programs.

key person(s)

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Profiles in Excellence

STUYVESANT HIGH SCHOOL
New York, New York

school and community

Peter Stuyvesant High School is located on 15th Street and First Avenue, in close proximity to Manhattan's fashionable Gramerey Park. Stuyvesant is a specialized, recently co-educational, public high school. Students are admitted based upon a competitive examination taken in the eighth or ninth grade. Each year 12,000 students take the entrance examinations, and 600 are admitted. Students are drawn from all 5 boroughs of New York City. The school's enrollment numbers 2,713 in grades 9-12: approximately 57% are White, 31% Asian, 7% Black, and 5% Hispanic.

programs, policies, practices

Students earning the Stuyvesant diploma take 4 years of English, 3 1/2 years of social studies, 4 years of required science, 3 years of required mathematics, and 3 terms of industrial arts, including mechanical drawing. While all subjects are taught rigorously, Stuyvestant places special emphasis on science and mathematics. The school conducts 14 classes of calculus alone. There is a wide choice of electives in the junior and senior years. Stuyvesant offers Advanced Placement courses in every discipline. In the upper grades, students can participate in special internship programs at Beth Israel Hospital, local colleges and universities and research institutions. For the seventh consecutive year, Stuyvesant students have placed first in the National Merit Scholarships Competition. Students particpate in a rich array of extracurricular activities including 78 clubs, 25 student magazine publications, and 23 athletic teams. The music department offers a symphonic orchestra, band, chamber music group, gospel singing, and a Renaissance music group.

Stuyvesant prides itself on being responsive to students' academic needs and in after-school activities. In the area of computer science, Stuyvesant currently offers courses in BASIC, PASCAL, and Advanced Placement. Staff hopes to add courses in FORTRAN and COBOL languages, as well as a Computer-Aided Design (CAD) program for the school's drafting classes. Stuyvesant staff are negotiating with the Board of Education to connect their Apple computers to the Board's main frame, thereby providing students with greater computer capability.

Stuyvesant's guidance program includes a team of secondary school report writers who interview every junior student, which helps counselors to best serve the students as they form their plans for post-graduation.

the future

Certainly Stuyvesant High School benefits from the talent that exists among its students. Teachers are inspired by the enthusiasm and motivation of the students who attend their classes. Providing the types of facilities, equipment, resources, materials and staff needed to meet the intellectual demends of these students is a continuing challenge for Stuyvesant. The

school and faculty consistantly strive to express high expectations for their students, to maintain high standards for themselves and in their course planning and instruction. A major challenge to Stuyvesant High School in the near future will be to upgrade its equipment. The school's lab and shop equipment are outdated. Although during the past two years Stuyvesant has acquired word processors and a CAD program, computer hardware and software must be upgraded continuously to ensure that students have access to the excellent educational opportunities they expect at Stuyvesant.

other features

The physical education program at Stuyvesant allows for specialization in track, weightlifting, and other events to provide greater opportunity to develop individual potential. The foreign language program, which includes Spanish and French, boasts a growth in its Latin enrollment, and two Stuyvesant teachers are being trained to teach Japanese. The English department focuses on the ability of students to comprehend the variances of thought in literature and to express themselves in clear and effective language. The guidance department features Metro-Guide, a database of career and occupational information.

resources

Because of the heavy demand for building tours and resource materials, Stuyvesant staff ask that request for information be handled on an individual basis.

key person(s)

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school and community

Wilton is an affluent, suburban community located in southern Connecticut. Its residents are professionals and executives of corporations based in Fairfield County or New York City. Most parents are college graduates with high expectations for their children and school system. The high school has an enrollment of 1,296 in grades 9-12. Ninety-eight percent of students are White, and 1% are from low income families. Eighty-three percent of the 1982 graduating class enrolled in a four-year college or university.

Wilton High School staff has 104 fulltime members, including 4 administrators, 68 teachers, 7 teacher aides, 6 counselors, 3 library professionals, 2 security officers, 4 food service personnel, and 10 clerical. There have been no changes in building administrators over the past 7 years, although there are 5 fewer teachers since 1980 due to the decline in student enrollment.

programs, policies, practices

Standards and Expectations

Four years ago the school's test scores were in an alarming state of steady decline (in 1979, SAT scores were the lowest in the school's history); students were being disrespectful to both their teachers and their building; and were generally reflecting an attitude of indifference to academics. The parents and the Board of Education had begun to wonder about the relationship of their tax dollars to Wilton's outcomes.

Faculty committees were formed in the Spring of 1979 and through the next year to deal with school climate and discipline, academic standards and expectations, testing and evaluation, counseling and guidance, health education, and long-range planning and reorganization. Work continued through 1980 and 1981 which included a complete redesign of the guidance and counseling program; a new approach to dealing with test preparation and evaluation of students; increased articulation of the school's standards and expectations for student academic performance; a health education program, including a new course for students and frequent programs for parents; a sharper definition of the expectations for student conduct toward staff and more consistent application of disciplinary responses to student misbehavior; and a long-range plan for the school that set its direction through at least 1986.

The results have been gratifying: students' SAT scores are now almost the highest in the school's history; the guidance program has more students continuing to higher education than any other high school in the state; Wilton has more National Merit Finalists than at any other time in its history; student conduct toward the staff and toward the building has improved considerably; the parent community now recognizes the academic accomplishments of the student body and are more willing to support the school. Wilton has established new graduation requirements for the 1983 freshman class with renewed emphasis on a comprehensive preparation and expanded work in English, math, science, social studies, art, and music.

School Community Relations

Wilton School staff try to be open and direct with parents and the community about the problems they are dealing with, regardless of the potential outcome. For example, when drug and alcohol involvement by students became more than staff wanted to face alone, they took the issue to the community with an entire year of evening "community awareness" programs. The community's initial reaction was fear and anger, most of which was directed toward the school. Only through many meetings, forums, debates, position papers, and committees can the school and the community now stand close together in addressing the problem. For the last several years, the school and the community have been engaged in trying to identify and solve the problem. The results have been positive for adolescents, their parents, and the school.

the future

Over the last several years, the high school has engaged in major curriculum review in language arts, social studies, science, foreign language, and reading. Work is about to start in physical education, art, and music. Faculty members, led by their department chairperson and administrative supervisor, will complete the work during the school year and as part of a summer curriculum review program.

Wilton High School staff recently looked at the question of sex equity at the school. Staff studied the course enrollments of the graduating class of 1982 during their 4 years at Wilton High School. They found that the men had taken 3.8 math courses while in school, and that the women had taken 3.7. In science, staff learned that the men had taken an average of 3.4 years and the women 3 years. Also, many more men than women took four or more credits. Staff is now looking at ways to increase the participation of women in the school science program.

other features

Student achievement at Wilton High school is closely linked to attendance, and, therefore, staff carefully review student attendance patterns. Only monthly overall attendance records are kept, but daily attendance in every class is maintained and assessed at the end of each grading period. At the end of the year, students who achieve at least 98% attendance in all of the total periods of instruction in their schedules are honored through a press release and a letter from the principal. For the last two years, 20% of the student population has received this honor.

resources

Please contact the school regarding the availability of resources

key person(s)

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Profiles in Excellence

WOOSTER INTERMEDIATE SCHOOL

Stratford, Connecticut

school and community

Stratford is a suburban community of 50,000 residents on the eastern edge of Bridgeport. The town has 10 elementary schools, 2 intermediate and two senior high schools, comprising a total district enrollment of 6,500. Three years ago, Wooster changed from a three-year junior high school to a two-year intermediate school.

The David Wooster Intermediate School has a student body of 640 students in grades 7 and 8. The students are from a range of socio-economic backgrounds: 33.5% are from low-income families; 80% of the students are white, 17% are black, and the remainder represent other minority groups. The staff has 66 fulltime members, including 2 administrators, 47 teachers, 2 counselors, 2 teacher aides, 1 library professional, 10 food service personnel, and 2 clerical.

programs, policies, practices

Curriculum

The curriculum is designed to meet the needs of all students, particularly in the transition from elementary school to the intermediate level. The seventh grade curriculum is organized around the Diagnostic Analysis Program (DAP), which randomly assigns each student to a team of 4 academic teachers and to 1 of 3 ability levels. Students are reassigned among ability levels with notification of parents and guidance counselors. A team leader coordinates the activities of each DAP team, whose members have their planning periods scheduled concurrently. The approach permits significant flexibility in scheduling blocks of class time, independent study, large group instruction, field trips, and special events (e.g., career day, handicapped day).

The eighth grade program is departmentalized, with 3 ability groups in each department. Under the leadership of a subject coordinator who meets monthly with the teachers, each department has responsibility for evaluating teachers and monitoring the instructional program. Teachers are encouraged to pursue the opportunities for interdisciplinary planning built into the curriculum structure.

Standards and Expectations for Students/Climate

Since Wooster's transformation to an intermediate school, the school administration, faculty, students, and parents have worked to create a sense of community and a climate of high expectations for academic achievement, personal growth, communication, respect, consistency, and discipline. The school instills this standard of excellence in each year's incoming class, which makes up approximately half of the student body, to help to maintain a collective sense of pride in the school. To encourage this school climate, Wooster instituted an award program which each month recognizes a student who best typifies the school's standards of excellence.

Leadership

The principal and assistant principal are highly visible, know all the students by name, and spontaneously visit classrooms daily. The teacher is considered by administration and students to be the most important part of the Wooster educational program. Students are made aware of all the guidelines within which they must conduct themselves while at school. The students at Wooster are treated with due respect by both faculty and administrators.

the future

Wooster experiences a strong and supportive relationship between the school and parents. The school administration and faculty have worked to improve communications with parents and to seek their participation in the school. The school's efforts to involve parents in their children's education include telephone calls to parents to report student progress, an open house, and parents' night.

other features

A new computer program is offered to teach eighth graders to use the computer effectively as a communications tool and to develop computer programs. In addition, a computer component has been added to the language arts and math remedial programs, and an honors program is being developed for high achieving math students. Teachers are undergoing training through a three-phase program on the use of micro computers.

Wooster recently has inaugurated Project Business, a program which links social studies classes with business interests in the community, to offer students the opportunity to learn more about the principles of running a business.

resources

The following resources are available upon request; however, a large stamped self-addressed envelope should be included with all orders:

Discipline Policy Guidelines
Guide for Advanced Learning Program
Program of Studies Manual
Curriculum Guides
Student Handbook
Computer Software
Project Business Guide
Teachers Manual
Guides for ED/LD Program
Booklet 16mm Films
Homework Policy Guidelines

key person(s)

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